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ABSTRACT

The report presents a conceptual framework and related strategies designed to help policymakers and practitioners re-examine, and when necessary, rework the basic assumptions and practices defining the educational experiences of bilingual/English-as-a-Second-Language (ESL) learners in New York City (New York) public schools. The report consists of two parts. The first introduces the procedure by which the report was created and the panels of policymakers and practitioners who undertook the project, outlines the guiding assumptions under which they operated, and details recommendations for improvement of bilingual/ESL educational services. The second part presents the conceptual framework for identifying and understanding the interdependent processes and influences that support educational excellence and academic achievement for this population. The second summarizes actions and activities, both within schools and in cooperation with other groups, shown to be successful in promoting educational opportunity and recommended for this purpose in New York City schools. (MSE)

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ED 416 701

NEW BEGINNINGS

ENSURING QUALITY BILINGUAL/ESL INSTRUCTION IN NEW YORK CITY PUBLIC SCHOOLS

REPORT OF THE CHANCELLOR'S BILINGUAL/ESL EDUCATION PRACTITIONERS' WORKGROUP AND POLICY/RESEARCH PANELS

EXECUTIVE SUMMARY

New Beginnings presents a conceptual framework with allied strategies that will allow policymakers and practitioners to reexamine and, when necessary, reconceptualize the basic assumptions and practices that define the educational experiences of bilingual/ESL learners. This effort by a community of educators with extensive professional backgrounds is part of an ongoing dialogue within the current environment of educational reform and renewal nationwide. The recommendations in New Beginnings address the linguistic, cognitive and social variables that shape the educational realities of bilingual/ESL learners.

As educators collaboratively design and implement instructional policies and programs based on research and successful practices, the entire school community, through shared understanding and effective advocacy, will embrace the goal of preparing bilingual/ESL learners to participate fully in American society.

A set of research-based assumptions about optimal learning conditions for students in bilingual/ESL instructional programs guides the recommendations in this document. These include the following:

- Language is a vehicle for learning all subjects.
- Learning opportunities should link familiar concepts to new ideas, require the learner to construct knowledge through inquiry and dialogue, and have real-life applications.
- Students learn best when the school community acknowledges and respects their knowledge and cultural/linguistic backgrounds.
- The acquisition of social language takes far less time than the acquisition of language for academic purposes.

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The Learning and Assessment recommendations state that:

- Bilingual/ESL education must mirror systemic goals, so that bilingual/ESL learners are afforded full equality of opportunity to achieve.
- Successful instructional programs respect the cultures and languages of students as a basis for learning.
- It is of utmost importance to communicate the highest expectations for all students, especially by providing full access to challenging curricula.
- It is necessary for school personnel to have a thorough knowledge of the factors affecting our students, including those related to English acquisition, such as years of previous schooling, native language literacy, mobility, years in our school system, and special needs and talents.
- Bilingual/ESL education must involve students' families in all aspects of school life.
- Access to technology is key to educational equity. Technology should be integrated into all instructional areas in order to facilitate learning and prepare students for competitive job markets.
- Instructional activities must create opportunities for discussion, collaborative learning, writing, debate, inquiry, and research.
- Assessment reflects instruction and allows for different ways to demonstrate mastery of curricular expectations.

The Guidance and Support Services recommendations focus on the dynamic between students, their families, and the school system. Emphasis is placed on the following:

- All school personnel should foster a welcoming atmosphere for students and ongoing, open dialogue with them and their families. This includes the active facilitation of student and parent involvement in school activities and decision-making.
- Strategic post-secondary planning for and with students and their families is important, beginning at the middle school level.
- It is desirable to have staff members who, acting as role models and mentors, provide bridges of cultural understanding. They may include bilingual counselors, teachers, and administrators.
- All school staff should cultivate strong relationships with community and private-sector organizations.

Throughout the document, the formation of partnerships is recommended as a means of meeting the various challenges that confront those involved in bilingual/ESL education. Professional Development for educational personnel underscores this approach:

- All personnel should be encouraged to integrate their efforts on behalf of all students in bilingual/ESL instructional programs, and become knowledgeable about pertinent theory and practice.
- Personnel involved in bilingual/ESL education should familiarize themselves with systemic reform and standards that improve education for all students. Administrators, supervisors, and staff developers are key in providing opportunities and incentives for professional growth, as they share in the responsibility for student outcomes.
- Effective efforts require long-term systematic planning and constant evaluation and reconceptualization, and must be linked to ongoing student achievement.

NEW BEGINNINGS

ENSURING QUALITY BILINGUAL/ESL INSTRUCTION IN NEW YORK CITY PUBLIC SCHOOLS

Report of the Chancellor's Bilingual/ESL Education Practitioners' Workgroup and Policy/Research Panels

Ramon C. Cortines, Chancellor
Board of Education of the City of New York

September, 1995

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REPORT ON ENSURING QUALITY BILINGUAL AND ESL INSTRUCTION

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PART 1

NEW BEGINNINGS

CHANCELLOR'S MESSAGE

One of the fastest growing student populations throughout New York City is comprised of children who come from culturally and linguistically diverse backgrounds. English is not the native language of the vast majority of these students. The experiences, talents and expectations they bring are as diverse as the countries and communities from which they come. The extent and nature of their schooling vary. Many have attained high levels of academic achievement, some have had little or no formal schooling. Because each student is unique, their cultural and linguistic groups are richly heterogeneous. However, what weaves these students into our educational communities is their life-long journey to achieve self-understanding. As they enter our schools in all grades at all times during the academic year, they encounter a new horizon of opportunity and challenge. Therefore, new beginnings are important and our newcomers count on the school as a primary source for inspiration, guidance and support in their pursuit of academic success.

Given the reality that this diverse student population will continue to grow, and the need to examine systemic policies and practices that impact upon the teaching and learning process, I convened a Practitioners' Work Group and special Policy/Research Panels to explore ways in which we can continue to improve and optimize teaching and learning for these students within the context of systemwide reform. Bilingual/ESL learners are part of the larger educational community. As such, school, district and systemwide changes have an impact on this segment of our student population. The entire educational community plays a role in the education of the bilingual/ESL learner.

Our commitment and vision must be one that extends beyond the educational services we provide to bilingual/ESL students while they attend our schools to one that successfully gives them access to post-secondary institutions and the workplace. The ability to think critically, work cooperatively and demonstrate communicative competence in English is fundamental to achieving success in the American workplace and institutions of higher education. We must be able and willing to examine objectively all of our classrooms and programs, in both our traditional and non-traditional settings, and ask ourselves if our expectations match these goals of student academic and personal success. Creative leadership, instructional excellence and support are required.

I believe that bilingual/ESL education has served for the last 20 years as the linchpin for educational services to bilingual/ESL learners. We must continue to build on the successes of bilingual/ESL education by recognizing the exemplary features of these programs. For years, many bilingual/ESL programs have served as models of smaller units or "houses." Dedicated teams of instructional and guidance professionals have collaborated on behalf of the bilingual/ESL learner and family to promote academic success and facilitate new beginnings and transitions. The staff has reached out to parents and community in a welcoming and engaging manner. Scores of bilingual/ESL learners have successfully transitioned to English language settings while achieving high levels of native language proficiency. Many bilingual/ESL and former bilingual/ESL learners have graduated in the top ten of their class. The support of all members of the educational community has been instrumental in ensuring these collective successes. During these most critical times in education, it is imperative that we continue to work together across levels so that bilingual/ESL learners benefit from increasingly challenging instruction.

All of us are involved in and impacted by reform in education. As part of my commitment to systemic change, I have initiated significant reform in math and science education. These efforts are most successful when the thinking and experiences of everyone are sought and reflected in the entire spectrum of professional activity. For example, I expect that an increasing number of middle school bilingual/ESL learners will participate in the recently initiated citywide preparatory program for specialized high schools. I also expect that a far greater number of high school bilingual/ESL learners will take the New York State Math and Science Regents Examinations. The planning, implementation and evaluation components of reform require coordination of resources which recognizes the uniqueness of bilingual/ESL learners as well as their commonality with all learners in the school community.

It is time to recognize and acknowledge that bilingual/ESL learners are not "limited" in anyway. The term limited English proficient (LEP) is an inappropriate label that conveys neither the fluidity and complexity of second language acquisition, nor the reality that these students have proficiency in a language other than English. We must pursue the possibility of adopting a more appropriate descriptive term. As we look forward to the exciting and complex challenges of the twenty-first century, it is essential that we continue to harness the special talents of the bilingual/ESL learner. These assets include the native language and culture, as well as the indispensable, evolving competency in the English language, which are used interdependently to learn. As a matter of fact, we must keep in mind that bilingualism for all is a State Education Department and New York City Board of Education goal. I believe that when students view the world through more than one lens they will see, understand, strive and achieve more. Ultimately, bilingual/ESL learners must become their own advocates and influence the continued growth of their families and communities. Therefore, we must ensure that parents and students know and understand all of their options and responsibilities.

This document provides a framework for action and for inviting ongoing dialogue among all members of the educational community. The recommendations provide guidance to both practitioners and policymakers for looking at critical variables impacting upon quality education for bilingual/ESL learners and for promoting systemic actions that integrate the highest expectations of excellence.

ACKNOWLEDGMENTS

The participants in the Chancellor's Bilingual/ESL Education Practitioners' Workgroup and Policy/Research Panels were selected on the basis of recommendations from a wide range of sources. They represent diverse and multiple groups and are mostly site-based practitioners. The Workgroup and Panels met to explore ways to sustain the momentum for reform and innovation as it impacts on the bilingual/ESL learner. Issues were debated; discussions were ongoing. As documents reflecting their ideas and thoughts were generated, the participants refined their thinking through various written and oral feedback mechanisms. Additionally, participants were asked to reach out to other constituents in their schools, districts and communities in an effort to expand input and reflect the perspectives and recommendations of the larger educational community.

This special initiative was implemented under the leadership of Lillian Hernandez, Executive Director, Division of Bilingual Education, whose vision provided the impetus for the process and the final report. The planning of the sessions was a result of collaboration between the Division of Bilingual Education and the New York Multifunctional Resource Center (MRC), Jose Vazquez, Director. While numerous individuals and staff were involved in the various planning components of this collaborative process, special thanks are owed to Michelle Haddad, Deputy Director, NYMRC and John Acompore, Deputy Director, DBE for their overall coordination of the meetings and planning activities. Sincere appreciation of the extensive time and resources committed to this important project by Anthony Amato, Superintendent, Community School District 6 and his staff is also expressed.

The principal writers of this document are Laura Rodriguez and Stephen Glickman, Office of High School Bilingual/ESL Programs, who conceptualized and wrote, ***New Beginnings***, Part I, and John Acompore who developed the ***Implementation Supplement***, Part II and also managed the development of the entire report.

The work, time and expertise of all participants are greatly appreciated. The following are acknowledged for their special roles and participation in the development of this report.

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PRACTITIONERS' WORKGROUP

CO-CHAIRS

Anthony Amato	Jose Vazquez
Superintendent	Director
Community School District 6	NY Multifunctional Resource Center

MEMBERS

Carmen Arango	Teacher	Mildred Acevedo	Bilingual Supervisor
Carmen Benitez	Teacher	Rosa B. Calvet	Bilingual Supervisor
Gigi Dimino -	Teacher	Lily Din Woo	Principal
Micheline Duval	Teacher	Lorraine Donlon	Bil./ESL Coordinator
Elvira Garcia	Teacher	Urania Garcia	Bil. Guidance
Hesun Kim	Teacher	Gary Goldenback	Bilingual Supervisor
Lenora March	Teacher	Hilda Gutierrez	Principal
Jose Martinez	Teacher	Lavinia Mancuso	Principal
Judith Maysonet Ventura	Teacher	Lisandro Marchi	Principal
Luis Morales	Teacher	Euclid Mejia	Principal
George Oliveri	Teacher	Jean Mirvil	Bilingual Supervisor
Carol Pertchik	Teacher	Sid Morrison	Principal
Roberto Petingi	Teacher	Sara Narvaez	Guidance Counselor
Marie Petit-Blanc	Teacher	Yves Raymond	Assistant Principal
Gloria Renteria	Teacher	Rebecca Rodriguez	Assistant Principal
Anita Rodriguez	Teacher	Florence Seiman	Bilingual Supervisor
Sofia Rotsenmar	Teacher	Edward Seto	Principal
Matilde Rios	Teacher	Katherine Sid	Bilingual Coordinator
Miriam Santiago	Teacher	Nivia Zavala	Dist. Adm. Spec. Ed.
Jinni Xu	Teacher	Maria Neira	UFT
Margaret Huang	Parent	Frank Quiroga	CSA
Marie St. Jacques	Parent	Noemi C. Herendeen	DBE
Inocencia Taveras	Parent	Phyllis I. Ziegler	DBE
		Andres Rodriguez	DBE

PANEL ON POLICY	PANEL ON RESEARCH
CO-CHAIRS	
Margaret Harrington	Irma Zardoya
Superintendent, Queens HS	Superintendent, CSD 10
Carole Berotte Joseph	Migdalia Romero
Director - HABETAC	Professor - Hunter College
MEMBERS	
Zoya Borsky	Teacher
Hesun Kim	Teacher
Jose Martinez	Teacher
Anita Rodriguez	Teacher
Joseph DeJesus	Superintendent, Bronx HS
Stephanie Ferrandino	Principal
Hilda Gutierrez	Principal
Jean Mirvil	Bilingual Supervisor
Bernice Moro-Reyes	DASE
Lilly Din Woo	Principal
Gary Barton	BOE - Human Resources
Maria Santory Guasp	BOE - Instructional Services
Priscilla Chavez-Reilly	BOE - Guidance
Robert Tobias	BOE - Research
Ronald Woo	BOE - Monitoring
Richard Baecher	Fordham University
Nancy Cloud	Hofstra University
Carmen Fernandez	Old Westbury (SUNY)
Rafael Oliveras	Queens College
Ricardo Otheguy	City College of New York
Virginia Tong	Hunter College
Maria Torres Guzman	Teachers College
Maria Neira	United Federation of Teachers
Frank Quiroga	Council Supervisors Adm.
Gloria J. Casar	State Education Department
Lorraine Cortes-Vazquez	Aspira of New York
Jaime Inclan	Psychologist
Guillermo Linares	Councilman
Camille Rodriguez	PR/Latino Ed. Roundtable
Louisa Chan	CSD 24 Board Member
Lillian Lopez	CSD 15 Board Member

FACILITATORS/TECHNICAL ASSISTANCE

DBE: Frances Segan, Lydia Cortes, Florence Pu-Folkes, Reuben Aguilo, Maria D. Perez, Mary Perez

NYMRC: Yvonne DeGaetano, Veronica Fern, Grace Fung, Joanne Long, Adam Stryker

CSD 6: Maureen Coghlan, Deirdre Danaher, Angel Diaz, Felix Flores, Jasmine Gilbert, Kris Gonzalez, Sharon Grunfeld, Brian Morrow, Celina Ruiz, Rosita Saloun, Wanda Soto, Sharon Weissbrot

REVIEWERS/EDITORS

Diana Caballero, PR/Latino Roundtable
Angela Carrasquillo, ENLACE
Helen Corchado, HS Bilingual/ESL
Maria Diaz, PREA
Carmen Dinos, Consultant
Carmen Jimenez, LUCERO
Burt Posner, HS Bilingual/ESL
Carmen Iris Rivera, PRO-QUEENS
Isabel Sirgado, Baruch College
Nina Strattner, DHS
Phyllis I. Ziegler, DBE

GUIDING ASSUMPTIONS

Thomas Hulme - ***Language is by its nature a communal thing; that is, it expresses never the exact thing but a compromise-that which is common to you, me and everybody.***

As the discussion of the content and structure of this document progressed, the participants and writers recognized the need to state the core assumptions that sustain and enhance environments that maximize the intellectual and social growth of bilingual/ESL learners. The groups, representing multidimensional professional experiences, acknowledged that in their effort to refine a vision of service and performance that unifies the entire school community, it was important not only to identify the content of their own beliefs, but also to have a shared professional awareness of how those beliefs have shaped their actions and how necessary it is to subject those assumptions to constant examination and peer review.

In the process of ongoing discussions, the groups were able to raise their assumptions to a level of explicit awareness providing a focal point for reflection and inquiry and a common ground for decision making. The process of clarifying our beliefs through dialogue and collaboration can serve as an example of what the educational community can undertake in fulfilling its collective responsibility in creating opportunities for the academic and personal success of bilingual/ESL learners.

Thomas Hulme's quote, cited above, clearly shows that language is that indispensable technological resource used by societies to make meaning of their environment. Thus, every bilingual/ESL classroom should be language enriched. The bilingual/ESL learner is constantly attempting to make meaning of the new setting. Language must be used to convey meaning - that which is important. Therefore, the bilingual/ESL classroom must be content enriched. The content, something relevant to the students and the teacher, is the vehicle for promoting language acquisition and enhancing proficiency. The assumptions that follow describe optimal learning conditions that serve to promote the growth of bilingual/ESL learners.

- **Students learn best** when the school community acknowledges that they arrive with an organized set of understandings, insights, expectations and feelings about themselves that is mediated by both their language and culture. These integrated understandings impact upon the teaching/learning process.

- **Students learn best** when the entire school community consistently conveys to them expectations of the highest level of engagement and academic excellence coupled with multiple and diverse opportunities to enact those expectations.

- **Students learn best** when they have an opportunity to participate in activities which link new ideas to familiar experiences and when they collaborate in dialogue with others to co-construct shared understandings based upon meaningful inquiry and evolving experience.

- **Students learn best** when they are actively involved in creating a social environment in the classroom that can best be described as a learning community featuring reflective dialogue revolving around powerful ideas and networks of connected knowledge

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designed to promote understanding.

- **Students learn best** when schools have established an organized philosophy of language use across the disciplines which recognizes the validity of language input from a variety of sources, including the contexts of the home and community.

- **Students learn best** when active learning is promoted through the language arts of reading, writing, listening, speaking and interpretive viewing which mutually support each other in an integrated process of constructing meaning.

- **Students learn best** when both instruction and assessment are considered mirror images of one another and when both are used interactively to create multiple channels for students to demonstrate their diverse competencies.

- **Students learn best** when they not only learn the content thoroughly but appreciate the usefulness and application of this knowledge.

- **Students learn best** when the school community acknowledges that second language acquisition is impacted by a variety of factors. These multiple factors influence the length of time students need to acquire the integrated academic and linguistic competencies necessary for success.

RECOMMENDATIONS

OVERVIEW

The Chancellor's Bilingual/ESL Education Practitioners' Workgroup and Policy/Research Panels were asked to address numerous key issues pertinent to the education of bilingual/ESL learners and to offer recommendations for the improvement of educational services within the context of systemwide reform. For purposes of this report, the issues and recommendations are described in each of the following focus areas:

- Learning and Assessment
- Guidance and Support Services
- Professional Development
- Partnerships and Collaborations
- Access, Equity, and Coordination

As the categories for inquiry emerged and recommendations were being formulated, several overarching and interrelated themes and perspectives became apparent:

- The above-mentioned focus areas are fluid and interrelated.

- Standards and accountability together with research and evaluation form an integral part of each focus area.

- Both students and staff form a community of learning. All are learners and share a common need for reciprocal support as they clarify and refine their understandings.

The recommendations that follow are meant to guide the educational community in its pursuit of educational excellence for all. These broad recommendations have implications for all students, and assume a general understanding of bilingual/ESL education. As indicated earlier, the focus areas listed above are interrelated; therefore, the recommendations and explanations may apply to more than one focus area.

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I - LEARNING AND ASSESSMENT

1. Ensure that bilingual/ESL education mirrors systemic goals and outcomes

The systemic goals of standards, accountability and coordination require that we examine all aspects of education. Every member of the school community needs to have an understanding of common goals, objectives and expectations across programs and disciplines. It is important to view bilingual/ESL education in this larger context of systemwide reform aimed at improving education.

There have always been variations in organizational and programmatic models across bilingual/ESL programs in grades K-12. As smaller theme-based schools continue to open and grow, innovative ways of maximizing the potential of bilingual/ESL learners are also emerging. Whether they exist in traditional or non-traditional settings, and whether they comprise large or small numbers, the evolving academic, social and linguistic needs and potential of bilingual/ESL learners must be understood and addressed. The interconnected components of bilingual/ESL programs, English as a Second Language (ESL), Native Language Arts (NLA), Bilingual and ESL content area instruction are intended to support the learners' cognitive, linguistic and personal growth. A bilingual/ESL program supports the English language development of students and promotes the timely acquisition of content by building on the students' prior knowledge and experiences through strategic use of the native language and the learners' evolving proficiency in English. Bilingual/ESL programs also acknowledge that a student's academic growth is also impacted by acculturation, self-esteem, motivation and expectations. Thus, bilingual/ESL education is one which views the child holistically and strives to help the students clarify options compatible with their goals.

The **New York City Curriculum Frameworks** describe grades Pre-K-12 expectations across the disciplines. These expectations apply to all students including bilingual/ESL learners. In order to graduate from high school, bilingual/ESL learners must meet the same diploma requirements as all other students. Thus the content of what bilingual/ESL and non-bilingual learners are taught is parallel. What differs are the approaches and languages used to deliver the content. Bilingual/ESL programs serve to enhance the learners' linguistic and cognitive competencies so that students have intellectual access to the content. As the educational community strives to create and implement interdisciplinary and innovative programmatic models that make use of technology and other resources, we must ensure that bilingual/ESL learners participate in and benefit from these initiatives.

Given that the content of bilingual/ESL classes is parallel to that of monolingual programs, greater articulation and instructional congruence across all programs in a school is vital. The same academically challenging level of discourse must be sustained in bilingual and monolingual classes so that experiences in both domains are related, comprehensive and mutually reinforcing. It is important to note that the expectations delineated in the ESL Curriculum Frameworks begin to merge with those outlined in the Language Arts Curriculum Frameworks at the more advanced levels of ESL. The Language Arts Frameworks also apply to the Native Language Arts component of

bilingual/ESL programs. Consequently, bilingual/ESL programs must be an integral component of the school at large as monolingual, bilingual and ESL staff should strive to achieve a greater level of programmatic/instructional coherence through ongoing consultation and dialogue.

2. **Know the students**

We should not make assumptions about what bilingual/ESL learners know or do not know. It is essential to find out. Unchallenged assumptions about students can lead to myths and misconceptions that are often confused with reality. A fully developed profile of the bilingual/ESL learner takes into account the extent of formal schooling and academic preparation, the number of years in an English language school system, mobility, native language literacy, proficiency in English, talents, aspirations, special needs, circumstances and continued progress.

Sensitive examination and evaluation of this information provide a base upon which schools can make more meaningful decisions about how to best serve the student and in creating maximum learning options and opportunities for the bilingual/ESL learner. For example, students who lack native language literacy due to interrupted or no formal schooling will need to acquire literacy skills before being able to benefit from instructional programs that require and/or assume native language literacy.

A profile rich in pertinent student data also establishes the foundational input classroom teachers need to expand upon what students know and to promote continued cognitive growth. Sharing what you know about students with others in the school community will also assist the school to plan strategically and purposefully.

3. **Communicate the highest possible expectations**

Bilingual/ESL learners can and do achieve. They have, as do other students, multiple intelligences. This means that they process and use information in many different ways. Instruction and assessment which are sensitive to these dimensions of learning will provide the fairest and most accurate picture of student accomplishments and potential. Parents must be part of those efforts that encourage and support students in reaching their goals.

We must examine the expectations for bilingual/ESL learners as reflected in the nature of programs and classes offered to them. Bilingual/ESL learners must be given access to the curriculum now, not at some future point in time. An increased number of programs and course sequences must be offered bilingually and/or through ESL methodology. If bilingual/ESL learners are to meet increasing standards, graduate from high school, go on to college, work and be socially responsible, then they must receive the necessary academic, linguistic and personal support beginning from the time they enter our school system. Decisions made concerning what students can and cannot do, what classes they should pursue or delay, can have a significant impact on the future success of these students.

Policies and practices that can and do prevent bilingual/ESL learners from participating

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in certain types of programs, courses and activities must be identified and eradicated. Expectations of and attitudes towards bilingual/ESL learners need to be addressed by the entire school community. A comparison of these expectations to those that the students (and their families) bring with them might provide useful insights and create opportunities for dialogue between the school and home.

4. **Promote student success by creating, expanding and strengthening programs which support academic, linguistic and personal development**

The experience of success heightens self-confidence and plays a role in promoting the desire to try and achieve more. Bilingual/ESL learners need support to successfully make transitions, activate prior knowledge, and effectively use the native language and English to learn. We need to create opportunities for success. As they make academic and linguistic gains, bilingual/ESL learners can continue to make other successful transitions in and outside the school.

The knowledge that bilingual/ESL learners bring with them must be bridged with evolving expectations and competencies by creating, expanding and/or strengthening bilingual/ESL programs. These programs should make connections to the programs in the school at large so that there is instructional and programmatic congruence across the continuum of bilingual and monolingual services. This allows for smoother transitions. The widest range of options and offerings should be provided. The interconnected components of a bilingual/ESL education programs must be evaluated in terms of students' continued progress and achievement across all domains.

In planning programs which promote student success, consider the following:

- Challenging, relevant and interesting content; the validation of the voices and experiences of students; prior knowledge, personal and family experiences and authentic interests are used as building blocks for instruction.
- Native language and ESL literacy programs are offered as part of a continuum of services for those bilingual/ESL learners who have interrupted or no formal schooling.
- Consistent and strategic use of the native language and English in content area instruction.
- Technology used creatively as a tool to enhance instruction.
- English as a Second Language and Native Language Arts programs support content area instruction by promoting the kind of academic discourse necessary for success in school, college and the workplace. Communicative competence, and reading and writing to learn are emphasized.
- Guidance, support services and post-secondary planning are integral components.
- Bilingual/ESL learners with disabilities are placed in the least restrictive environment within a bilingual/ESL context.

5. **Create learning experiences rich in language and content**

Students are an inexhaustible source of information about themselves and their internal and external worlds. The voices of students should be heard distinctly and often in bilingual/ESL classrooms. Promote communicative competence by creating opportunities for dialogue, discussion, debate, inquiry, research and collaborative learning. This applies to the ESL, NLA as well as content area instructional settings. Bilingual/ESL learners must learn how to learn by becoming explicitly aware of the relationship between the interdependence of language and content.

The bilingual/ESL learner strives to find the right words in the right language to express thoughts and ideas. Learning occurs in phases: bilingual/ESL learners must think about what they already know, anticipate what they are to learn, assimilate and then consolidate new information.

Every learning situation is an opportunity for both students and teachers to examine ways in which students can demonstrate what and how they have learned. Thus, assessment is the mirror image of instruction. As such, the language of assessment should match that of instruction.

II - GUIDANCE AND SUPPORT SERVICES

1. Focus on the first encounters with the students and family

First impressions do count. The initial contact with the school can be difficult for the bilingual/ESL learner and family. A welcoming atmosphere can help to reduce the newcomers' anxiety and apprehensions.

A dynamic reception and orientation can make a difference as newcomers tend to remember their first encounters with the new environment. Expectations about schooling and perceptions about their own potential for success are often formed during the early encounters with school personnel, even before the initiation of formal instruction.

It is important to identify who in the school community receives and welcomes newcomers. Determine if these staff members have been trained to be culturally sensitive. Examine how communication takes place and in what languages. The extent and nature of information/orientation given by the school, as well as the questions asked by the newcomers, should also be reviewed. Parents and students must know and understand all of their options and responsibilities.

2. Improve school climate to facilitate continued learning and personal growth

Bilingual/ESL learners need to achieve a greater understanding of self and others. Whatever happens in the school at large will impact on the bilingual/ESL learner. Myths and misconceptions about others will separate groups and individuals. Gaps in information promote misunderstanding.

Involve bilingual/ESL learners in schoolwide activities and programs, so that the perceptions of the bilingual/ESL learner and those of the non-bilingual/ESL learner can become more compatible. Language and cultural differences can serve to promote dialogue, sharing and opportunities for mutual support. The universal need to know and to become part of a larger community transcends language differences.

3. Begin post-secondary planning early by integrating it into instruction

It is essential that the bilingual/ESL learner perceive the opportunities for success inherent in change and transitions and understand the concept of life-long learning. Guidance and support services play an integral role in supporting the academic achievement of bilingual/ESL learners.

Middle school is a crucial time in the life of a bilingual/ESL learner as priorities in career formation and personal interests begin to emerge. At this juncture, great pressure is placed on students to make choices. The transition from middle school to high school should be regarded as an important step in post-secondary planning. Bilingual/ESL learners must be informed about and fully understand their options. They must also perceive the long term implications of their choices. Parents and students must be actively involved in this important articulation process.

The issues involved in post-secondary planning can be addressed within a bilingual/ESL instructional setting. Key staff such as the bilingual guidance counselor, college advisors and bilingual/ESL teachers can work collaboratively to expand the students' information base and understanding about college, work and other post-secondary options. We must seize opportunities to integrate the content of post-secondary planning issues with language development activities.

The post-secondary educational experience can be enhanced by establishing academic alliances between high school and college staff and by developing high school/college bridge programs for bilingual/ESL learners. The relationships that emerge can create greater opportunities for encouraging students to enter a wider variety of fields in a greater number of local, state and out-of-state institutions of higher education.

4. Model risk-taking and leadership

Inquire, explore, look further and lead. There is an intimate connection between taking risks and learning new things. If bilingual/ESL learners are to pursue careers in challenging fields such as math/science, technology and art/music, they must develop through observation and practice the skills and self-confidence necessary for taking risks. Mentors and role-models within and outside the school can provide the feedback and demonstrate the behaviors which reward risk-taking as an inherent aspect of making sense of one's environment.

Classroom instruction that allows bilingual/ESL learners to challenge assumptions, to provide alternative solutions, and to make mistakes, promotes self-confidence and student leadership. Leaders are often the ones whose personal visions lead to new knowledge.

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III - PROFESSIONAL DEVELOPMENT

1. Identify and capitalize upon the school's reservoir of professional interests, talents, expertise and personal experiences

The interests, talents and expertise of all staff members should be explored and acknowledged to generate a dynamic interaction of knowledge and understanding. Bilingual/ESL staff have diverse backgrounds and life-experiences which often mirror the diversity of their students and families. As such, they are an indispensable resource to the school in enhancing the teaching/learning environment.

The achievements of bilingual/ESL educators can provide a paradigm for success for bilingual/ESL students and their families. Some of these educators have confronted some of the same challenges that their students face today such as acculturation, learning a new language and preserving their sense of self-integrity. These connections can serve to strengthen the understanding of self and others.

When bilingual/ESL and non-bilingual/ESL professionals have opportunities to share their successes, they mutually impact upon one another. Collectively, they build up a more expansive knowledge base accessible to the entire school community. Instructional leadership emerges when professionals recognize that what they have to contribute will be acknowledged and validated through a cycle of reflective practice.

2. Expand and enhance opportunities for bilingual/ESL educators to participate in integrated system and schoolwide professional development activities

Ongoing and sustained professional development creates the momentum for school reform. Within this context of educational reform, all educators play a significant role in their own growth and that of their colleagues. Bilingual/ESL staff must grow and contribute to the growth of others as a group and as part of a larger body of professionals.

An environment that encourages and allows bilingual/ESL educators to conceptualize their professional roles within the more global context of schoolwide expectations will promote instructional and programmatic congruence. We must create forums and professional development activities which enable bilingual/ESL educators to clarify their vision and broaden their understandings of the interdependence of all the components of bilingual/ESL programs. Moreover, sharing their common vision and understanding with other educators creates a framework for understanding the academic potential and needs of all their students.

An integrated model of staff development also promotes a more unified message of student and staff expectations. We must allow the greatest latitude in creating forums for focused, open discussion and self-assessment. Traditional staff development models can be successful in giving educators access to the latest research findings and validated practices. However, new horizons in staff development are possible when more

interactive and inquiry-based models are enacted. These models, such as focus groups, peer education programs and action research projects heighten the professionalism of staff by promoting autonomy, reflection and inquiry. As more communication between and among bilingual/ESL and non-bilingual/ESL educators occurs, the process of congruence and alignment accelerates.

3. **Assist bilingual/ESL educators to complete all licensing requirements and to attain the highest levels of professional growth**

Increasing the number of bilingual/ESL educators who have permanent licensure will ensure that schools develop the capacity to provide and sustain appropriate levels of instructional and guidance services. Therefore, opportunities to participate in coaching programs that successfully prepare bilingual/ESL staff to complete all licensing requirements should be made available.

Additionally, many bilingual/ESL educators need support through practical and informational workshops that assist them in fully understanding the requirements of our school system. As with all staff, a greater understanding of how the system operates and its expectations are helpful in promoting the desire and willingness to stay in our schools.

As bilingual/ESL educators remain in the system, it is important that they perceive that careers in educational supervision/administration are part of a continuum of options available to them. Bilingual/ESL staff who express an interest in and/or demonstrate the skills necessary for these kinds of leadership positions should be identified and selected to participate in a variety of programs that provide the necessary experiences and internships that lead to licensure in these areas.

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IV- PARTNERSHIPS AND COLLABORATIONS

1. **Validate and promote opportunities for groups and individuals to benefit from collaborative efforts within the school**

   Collaboration must begin between and among the members of a school so that efforts to collaborate with the larger educational community can be successful. Bilingual/ESL programs must be part of a larger evolving framework. To become an integral part of a larger framework, all members of a school community must perceive that they can influence and impact on the total environment. Conversely, the total society must perceive that the school responds to larger issues.

   The bilingual/ESL community becomes part of a total school effort when it can take advantage of opportunities to collaborate with all groups. By using collaborative models, the school vision can be strengthened and the school community's voice becomes more apparent and influential. When collaboration produces success, each member and group begins to understand how to replicate that success at all levels including the classroom.

2. **Enhance student achievement by strengthening partnerships with parents, families and communities**

   As schools, parents and families share the responsibility of nurturing and educating children, it is essential that the school develop insight into the life issues confronting the student and family such as transitioning into a new culture, continuing their education, finding a job and housing. Conversely, parents and students must become informed about the requirements and expectations of the school and how they can work collaboratively with the school to further mutual goals.

   Schools should broaden their connective links with community agencies in order to maximize the use of often underutilized valuable resources, thereby magnifying the collaborative impact of the school. By building relationships of trust with communities, schools can have replenishable sources of information, insights and technical support.

3. **Enlist the support of and tap into the resources of the public and private sectors**

   As voluntary associations tend to be the most enduring and effective kind of collaboration, it is essential to orchestrate the special supports that the public and private sector can exert on promoting the ideal and practice of public education.

   At a time when the quality of education more than ever is essential for a successful transition to work, the public and private sectors have an increased stake in ensuring that the workforce is effectively prepared to assume the responsibilities for participation in the global economy. Together with the public and private sectors the school can create multiple channels for students to enact, practice and demonstrate that what they have learned in school has application to the workplace. Such modalities as apprenticeships, internships and mentoring provide students an opportunity to preview

the dynamic processes which operate at the workplace. Moreover, the private sector can identify early and nourish the special talents they need to sustain their vitality.

Competencies in the native and English languages should be viewed by the public and private sectors as assets because proficiency in two or more languages increases the human resource potential in the community. Second language acquisition can also be supported through opportunities for students to use the English language in a functional, realistic and practical context, such as the workplace. What students can learn about language, communication styles and the psycho-social dimensions of work, in turn, can enrich the dialogue in school and create the opportunity for more authentic applications within the classroom. Education for life cannot become an achievable goal without recognizing that all institutions in society have interconnected responsibilities in preparing students for the challenges at the dawn of the 21st century.

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V - ACCESS, EQUITY AND COORDINATION

1. Anticipate needs and provide for equitable allocation of resources

All students within the school system generate an equal amount of tax levy funding. Bilingual/ESL learners not only generate these funds, but also an array of supplemental monies. Consequently, as each child is valued as equal according to funding requirements, allocations for bilingual/ESL learners should be commensurate with their numbers. We must ensure that funds and resources are coordinated effectively and creatively so that bilingual/ESL learners have full access to the curriculum and schoolwide programs. Bilingual/ESL learners and their teachers must also have available quality instructional resources (both in English and native language) including technology to carry out the school and systemwide goals.

We must also make certain that bilingual/ESL learners participate in the initiatives and projects made possible through private and public funds that are available to the system to promote innovation.

2. Find ways to say yes

Bilingual/ESL learners tend to be statistically underrepresented in schoolwide activities. We need to find ways to encourage their active participation in all phases of extra- and co-curricular activities as these serve to promote the kind of valuable social relationships which motivate learning. Moreover, the diverse and varied experiences and perspectives that bilingual/ESL learners bring to our school system potentially enrich school life.

As theme and interest-based options and schools are emerging throughout the system, it is important to ensure that commensurate opportunities become available to bilingual/ESL learners. We must find ways to say yes by going beyond traditional prescriptions. The school community must broaden the framework for discussion by incorporating new and often silent voices. Collectively, we must find innovative ways of addressing the potential of bilingual/ESL learners. Many of these new programs are on the cutting edge of reform and by including bilingual/ESL learners we ensure that innovation is maintained and permeates the entire system. When successful programs are accepted and/or replicated they impact on wider constituencies who then develop a stake in their expansion.

Initiatives designed to increase the numbers of underrepresented groups in specialized settings need to be inclusive of bilingual/ESL learners by intentionally planning for their participation. Collectively, we must increase the ways in which bilingual/ESL learners demonstrate their evolving content and language mastery. The criteria established for recognizing the success of bilingual/ESL learners should consider multiple and global factors including academic achievement, progress toward English language proficiency, participation in school and community life and special talents/interests. Bilingual/ESL students should be informed of the benefits of success and understand the criteria by which they will be judged. If students and their parents anticipate access to special programs/activities as a consequence of their efforts and achievements, then they are more likely to excel and motivate their peers, siblings and other family members.

PART 2
IMPLEMENTATION SUPPLEMENT

- Section 1: District/School Actions
- Section 2: Central Administration Actions

Part I of this document provides a conceptual framework for identifying and understanding those interdependent influences and processes that support educational excellence and academic achievement for bilingual/ESL learners.[1] Part II summarizes actions and activities which the Working Group/Panels confirmed as having been successful in promoting educational opportunity for bilingual/ESL learners. The implementation of these actions and activities, among others, by districts/schools and central offices, will provide and reinforce the necessary foundation for ensuring and expanding the institutional commitment to the continued advancement of bilingual/ESL learners and their communities.

In order to ensure the effective implementation of the recommendations, actions and activities explored and delineated in Parts I and II of this report, it is necessary that they be incorporated into comprehensive district and schoolwide plans and reflect systemic initiatives. The inclusion of these actions in district and schoolwide plans, with adequate provision for ongoing monitoring, assessment, evaluation and documentation will also reinforce the commitment and underscore the accountability of district and school communities in creating conditions that foster quality instruction for bilingual/ESL learners and collaterally ensure the attainment of the highest performance outcomes.

Similarly, all central offices have an obligation to support the education of bilingual/ESL learners. Central offices also play an important role in supporting the implementation of systemic initiatives, and have primary responsibility for those actions and activities that have citywide implications.

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[1]Although the term "bilingual/ESL learner" is used in Part I of this document (see Chancellor's Message), the term "LEP" is utilized in the Implementation Supplement as required by SED and local regulations which are discussed in this part of the report.

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PART 2
SECTION I: DISTRICT/SCHOOL ACTIONS

Section I includes recommended actions for which individual districts and schools [1] have primary responsibility to ensure quality general and special education bilingual/ESL instructional programs. District/school recommendations are grouped as follows:

A. BILINGUAL/ESL EDUCATION

- Program Models
- Organizational Patterns/Schedules
- Curriculum/Instructional Materials
- Instructional Strategies/Approaches
- Supplementary Instructional Needs

B. RELATED AREAS

- Professional Development
- Parent Involvement/Development
- School/District Climate and Coordination
- Assessment/Evaluation
- Regulations/Compliance
- Funding Coordination
- Community/Business/IHE Collaboration
- Student Support Services

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[1] "Districts" refer to Community School Districts, High School Superintendencies and Citywide Special Education/D75; "Schools" refer to all elementary through high schools.

A. BILINGUAL AND ENGLISH AS A SECOND LANGUAGE EDUCATION

A. 1 Program Models

- Develop and implement mandated general and special education Transitional Bilingual Education and Free-standing ESL programs in accordance with State Part 154 regulations/guidelines.
    - design programs which take into account the students' levels of English and native language proficiency, educational background, years of bilingual/ESL program service, and special needs; consider needs of the school community, particularly parents.
- Provide transitional services, in accordance with State Part 154 guidelines, for former LEP students for (at least) the first year after they "exit" mandated bilingual and ESL programs:
    - follow-up on the progress and continuing needs of former LEP students.
    - ensure a smooth transition so that they do not lose the progress made in the mandated bilingual or ESL program.
    - give former LEP students the opportunity to participate in magnet schools, gifted and talented, and other special programs, taking into account their achievement and performance in their native language (i.e., reading and subject areas).
    - establish Maintenance and/or Two-Way Bilingual Programs to meet requirement for transitional services for former LEP students.
- Establish Maintenance Bilingual Education programs whereby former LEP students have an opportunity to continue with native language arts instruction, one or more major subject areas taught bilingually, and English instruction using ESL strategies/approaches to the extent necessary.
- Establish, and support existing, Two-Way (Developmental) Bilingual Education programs whereby LEP and English proficient (EP) students have an opportunity to become bilingual/biliterate.
- Provide after-school programs for language enrichment.
- Provide bilingual vocational/career awareness programs.

A. 2 Organizational Patterns/Schedules

- Adopt those organizational patterns to implement general and special education bilingual and ESL instructional programs that support the linguistic and cognitive growth of students.

- Establish (pilot), if possible, self-contained ESL classes whereby LEP students with different native language backgrounds, are grouped together for ESL and "sheltered" content area instruction.

- Provide all LEP students at the beginning ESL level with an additional weekly unit of ESL and content area instruction using ESL methodologies.

- Organize classes/instructional groups to provide the necessary differentiated instruction and support services to meet the needs of individual LEP students (e.g., cooperative learning, peer tutoring, individualized instruction).

    - utilize available funds (e.g., PCEN) to reduce bilingual class sizes particularly for dual literacy instruction and beginning ESL levels.

- Utilize strengths of individual teachers in programming/scheduling for ESL, native language arts and content area instruction (e.g., team-teaching, departmentalized subjects).

- Provide opportunities for general and special education bilingual/ESL, and monolingual teachers to collaborate on instruction and assessment for LEP and former LEP students (e.g., common preps; team meetings).

A. 3 Curriculum/Instructional Materials

- **Ensure that all LEP students are taught the curriculum as prescribed in the Curriculum Frameworks and are given opportunities to meet standards expected of English proficient general and special education students.**
  - **content area components should also provide an interdisciplinary framework and be multicultural in orientation.**
- **Ensure sufficient, appropriate and culturally relevant high quality instructional materials for bilingual and ESL instruction that are aligned with the Curriculum Frameworks:**
  - **establish district/school curriculum and materials review committees comprised of bilingual/ESL teachers and under the direction of the district bilingual/ESL supervisor or coordinator.**
  - **contact publishers in order to identify and purchase the best commercially available print materials (including textbooks and library books), software, etc. in languages other than English and for ESL instruction.**
  - **involve bilingual/ESL teachers in the development, adaptation and selection of native language and ESL instructional materials.**
  - **provide resources and time for teachers to collaborate in curriculum/ materials development.**
  - **develop and share needed instructional materials (e.g., teacher-made) particularly in languages and subjects where commercial materials are not available.**
  - **network with other districts/schools to share materials.**
  - **maintain district and school materials resource libraries for students and teachers.**
  - **adapt curriculum/instructional materials particularly for students with special education needs.**
  - **utilize manipulatives particularly for math and science instruction.**

A. 4 Instructional Strategies/Approaches

- Ensure that bilingual, ESL and monolingual teachers, as well as paraprofessionals, providing instructional services to LEP students are knowledgeable about the various strategies, approaches and techniques for first and second language teaching and for teaching content through a second language:

  - Whole Language Approach
  - Cognitive Academic Language Learning Approach
  - Sheltered English
  - Natural Approach
  - Cooperative Learning

- Provide ongoing staff development for teachers, paraprofessionals, related service providers and supervisors in such strategies/approaches, etc. that promote communicative competence, academic proficiency and social and pragmatic skills in meeting the educational needs of LEP students.

A. 5 **Supplementary Instructional Needs**

- **Identify LEP students who are new arrivals and enter school with interrupted, little or no formal schooling.**
  - **develop and implement dual literacy instructional programs.**
  - **utilize the DBE Literacy curriculum guides and other available resources and materials.**
- **Identify LEP students who have not met established city/state achievement or progress standards in ESL, native language reading and/or mathematics.**
  - **provide such students with supplementary/enrichment instructional services (e.g., Title 1/PCEN).**
  - **utilize bilingual/ESL resource teachers and/or paraprofessionals to provide supplementary instruction.**

B. RELATED AREAS

B. 1 Professional Development/Supervisory Support

- Provide adequate and appropriate ongoing research-based professional development/training for all staff, particularly those serving LEP students, and including supervisors/support staff, in the following areas:
  - sensitivity to culturally and linguistically diverse students and parents; multicultural education.
  - recent research in bilingual/ESL education/language acquisition.
  - ESL methodologies for teachers serving LEP students (bilingual, ESL and monolingual) including content area instruction.
  - bilingual/ESL program models, instructional strategies/approaches, organizational patterns/student grouping and programming.
  - native language and ESL instruction (4 language skills: listening, speaking, reading, writing), content area instruction in the students' native language and using ESL methodologies.
  - instructional strategies/approaches for over-aged students in junior high schools and high schools.
  - use of two languages as medium for content area instruction.
  - student support services (e.g., guidance).
  - curriculum/materials development and adaptation.
- Incorporate professional development for staff serving LEP students into districtwide/schoolwide plans in collaboration with the district bilingual/ESL supervisor or coordinator.
- Provide licensed/qualified bilingual and ESL mentors and staff developers particularly for new and provisionally certified bilingual and ESL teachers.
- Recruit and employ district and school supervisors (e.g., Supervisors of Bilingual Education and Assistant Principals) with bilingual/ESL certification and/or background/experience in bilingual/ESL program supervision; particularly in schools with high LEP student enrollments.
- Provide adequate in-class supervisory support for bilingual/ESL, and other teachers providing instruction to LEP students; increase number of school-based bilingual supervisors, or coordinators, particularly in schools with large LEP student enrollments.

- Encourage bilingual/ESL teachers, and other staff, to take advantage of professional development opportunities (e.g., "outside" conferences).
    - disseminate information and facilitate attendance (e.g., use of professional days; substitute teacher coverage).
- Encourage/promote bilingual/ESL teacher membership in professional associations (e.g., state and national bilingual and ESL associations):
    - disseminate information re membership and association activities.
- Provide opportunities for networking and participation in support groups.

B. 2 Parent Involvement/Development

- **Ensure meaningful participation of parents of general and special education LEP students in the educational process as provided for all parents. Additional ways of involving parents meaningfully are as follows:**

  - **conduct outreach and activities in the home language of parents.**

  - **design and implement parent education and leadership skills development training.**

  - **conduct meetings and workshops related to bilingual/ESL education, including regulations, research, program models, instructional strategies, parent options, curriculum/standards, community resources.**

  - **provide and inform parents about adult education instructional programs including ESL, basic education, and High School Equivalency. (During school hours and/or after school/evenings/weekends.)**

  - **develop (pilot) intergenerational programs (e.g., dual literacy).**

  - **assign a bilingual parent liaison(s).**

  - **prepare and distribute parent guides, newsletters and fact sheets (in predominant languages represented).**

  - **ensure LEP parent representation on PACs, and district/school-based decision- making and improvement committees, etc.**

  - **encourage/facilitate attendance at conferences sponsored by state and national bilingual and ESL associations, central offices, etc.**

  - **utilize local media serving culturally and linguistically diverse communities (newspapers, radio, TV).**

B. 3 School/District Climate and Coordination

- Ensure that general and special education LEP students, and bilingual/ESL programs and staff, are regarded and treated as an integral part of the entire school/district instructional program and organization.
  - promote the view that the linguistic and cultural diversity of students are valuable assets.
  - establish that LEP students must receive equal access and opportunity with regard to a positive learning environment, appropriate curriculum and materials, assessment, supplementary/enriched instruction, gifted and talented programs, technology (e.g., computers, lab equipment/time); and other special programs/services available to English proficient students including school-to work, leadership skills, community service, independent study, etc.
  - avoid isolation and segregation of bilingual/ESL classes and LEP students.
- Promote coordination, collaboration and articulation among all school/district staff concerning the education of LEP students: between bilingual/ESL and monolingual program staff and between general and special education.
  - provide common prep periods, periodic meetings, joint staff development.
  - assess the progress of LEP students, and former LEP students enrolled in monolingual classes.
  - identify and share resources.

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B. 4 Assessment/Evaluation

- **Utilize results of LEP student achievement/progress standards to monitor and assess school and districtwide instructional program effectiveness, and develop and implement school/district improvement plans.**

- **Develop/pilot and encourage the use of alternate assessments (e.g., authentic portfolio) particularly in languages and subjects for which there are no existing citywide assessment instruments (e.g., Haitian Creole/reading; Russian/ science; ESL/Math).**

- **Assess LEP students for program and class placement giving consideration to prior schooling, evaluation of existing transcripts, English and native language proficiency, etc.; establish criteria and develop a mechanism for transcript evaluation.**

- **Provide and document evidence of general education bilingual/ESL services prior to referrals for special education.**

B. 5 **Regulations/Compliance**

- **Ensure compliance with regulations, guidelines, and policies related to the education of general and special education LEP students including but not limited to:**
  - **LEP student identification.**
  - **timely placement in mandated bilingual or ESL programs.**
  - **parent involvement/withdrawal and transfer options.**
  - **instructional program implementation.**
  - **provisions for related services**
  - **teacher/staff development.**
  - **teacher certification**
- **Conduct training meetings/workshops for district and school staff regarding regulations/guidelines, policies, etc. related to bilingual and ESL services.**
- **Establish district and school level procedures for self-monitoring and corrective action if necessary.**

B. 6 Funding Coordination

- **Develop well-coordinated plans for the use of available funds for bilingual/ESL instructional and support services.**
  - **coordinate funds to ensure the efficient and effective delivery of services; ensure bilingual/ESL supervisors and coordinators input in fiscal planning, school allocations, and monitoring of use of funds including personal services and materials/supplies (i.e., OTPS)**
  - **identify all available funds including tax levy and reimbursable (e.g., Title I, PCEN, Part 154, Emergency Immigrant, State Bilingual Categorical).**
  - **identify specific needs for bilingual/ESL resources/services (e.g., teachers, paraprofessionals, supervisors, curriculum development and instructional materials, guidance, staff development, parent involvement, etc.); utilize available funding to provide these services.**
  - **compete aggressively for federal and state competitive funding grants (e.g., Title VII, Improved School Services, Two-Way Bilingual Programs) as well as private foundation grants.**
  - **develop collaborative projects with Community-Based Organizations (CBOs) and other agencies.**
- **Ensure that funds earmarked and targeted for LEP students are used for bilingual/ESL services as required by funding sources, and/or specified in central allocation formulas (e.g., tax levy, PCEN/LEP, Part 154). Monitor use of bilingual/ESL funds after allocations are made to individual schools.**
- **Communicate to all appropriate district/school staff and committees, etc. that School-wide Projects, reimbursable funded program guidelines, etc. do not supercede city/state regulations pertaining to bilingual/ESL instructional and support services.**

B. 7 Community/Business/College and University Collaboration

- Establish partnerships with community-based organizations (CBOs), private sector businesses and Institutions of Higher Education (IHEs) related to the education of LEP students in the following areas:
  - supplementary instruction.
  - school-work programs/linkages.
  - mental health/pupil personnel services
  - staff development
  - parent development/leadership
  - school improvement initiatives.
  - curriculum (e.g., interdisciplinary, multicultural)
- Educate/inform the community about bilingual/ESL education including program models and issues. (e.g., local public relations campaign).
- Demonstrate sensitivity to the cultural and linguistic needs of the communities represented in the district/schools.
  - establish community liaisons and newsletters/factsheets; conduct ongoing meetings and dialogues.

B. 8 Student Support Services

- **Provide adequate and appropriate general and special education bilingual student support services, particularly guidance for LEP students.**
  - **identify, secure and utilize culturally relevant and innovative guidance and counseling materials and resources.**
  - **comprehensively plan and coordinate guidance services for LEP students within district/school guidance plans; include bilingual/ESL supervisors and coordinators in planning process with supervisor of guidance and director of pupil personnel services.**
  - **recruit and train bilingual staff including guidance counselors, teachers with a guidance background to serve as guidance counselors, social workers, family workers, paraprofessionals to assist guidance staff, etc.; provide ongoing staff development in cross-cultural competence.**
  - **implement bilingual guidance and counseling services/activities including annual review of student progress, interest inventories, goal setting - educational/career/life planning, career education/articulation, individual/ group guidance and counseling sessions.**
  - **include parent outreach and staff development related to LEP student guidance and counseling.**
  - **provide career ladder opportunities for bilingual teachers and paras to become guidance counselors.**
  - **expand and develop bilingual support teams to address college, career and transition-to-work, and social, emotional, acculturation issues to ensure smooth transitions across levels for academic and social success (e.g., bilingual guidance counselor and bilingual, or ESL, teacher, college advisor and CBOs).**
  - **integrate support services into the bilingual/ESL instructional component and address guidance related issues through Curriculum Frameworks (i.e., conflict resolution, decision-making for major life transitions).**
- **Implement strategies/activities for intermediate/high school articulation plans to ensure equal access and opportunity with regard to high school admissions:**
  - **conduct articulation planning meetings between intermediate and high school staff.**

- schedule visits to high schools by intermediate school students.
- schedule visits to intermediate schools by high school students, staff and parent council representatives.
- organize staff development day activities by subject areas for intermediate and high school teachers to share materials, strategies and familiarize themselves with courses of study at each level.
- share multicultural activities and special events (e.g., essay contests, art exhibits, talent shows, assembly programs, etc.).
- establish accelerated program classes for intermediate school students provided by high schools.
- provide time for incoming intermediate students to take placement exams at high schools to facilitate programming.
- provide high school orientation for incoming intermediate students.
- provide training (e.g., workshops) for guidance counselors from both levels.

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PART 2
SECTION II: CENTRAL ADMINISTRATION ACTIONS

Section II includes recommended actions that must be taken or initiated by central offices to ensure quality general and special education bilingual/ESL instruction. Many of the actions require the involvement of various central offices (e.g., DBE, DHS, OER, DHR, etc.) and consultation with SED, Aspira of New York and Jose P. plaintiffs. These recommendations are briefly summarized as follows:

Actions/Activities	Responsibility Center/Timeline
1. LEP Student Identification	
▪ pursue possible modification of administrative procedures re Spanish Surname - LAB test criterion.	DBE, SED, Aspira by March 1996
▪ review and pursue possible revision of remaining LAB test eligibility criterion to require greater use of a language other than English by the student or at home; revise home language survey accordingly.	DBE, SED, Aspira by March 1996
▪ pursue possible change in the term "LEP" (e.g., "Linguistically Enriched Learners/Pupils" or "English Language Learners" rather than "Limited English Proficient").	DBE, SED by January 1996
▪ revision of LEP student entitlement "exit criteria" beyond only a score on the English LAB.	DBE, SED by March 1996
▪ pursue establishment of policies/guidelines to identify pre-Kindergarten LEP pupils and provide bilingual/ESL instructional and support services.	DBE, SED by September 1996
2. Staffing/Personnel:	
▪ continue/expand citywide supplementary professional development opportunities particularly in mandated and priority areas: Jose P.; low performing/SURR schools; math/science; literacy; technology.	DBE September 1995 - June 1996
▪ require native language and English proficiency testing for bilingual teacher certification (PPT); English proficient testing for ESL teachers (PPT).	SED, beginning September 1995

▪ establish license for High School Assistant Principal for Bilingual/ESL Education.	To Be Determined (TBD)
▪ require bilingual education credits for all supervisors.	TBD
▪ continue/expand central Bilingual/ESL Staffing Plan to ensure the necessary personnel for general and special education instructional programs and support services.	DHR September 1995 - August 1996
▪ give priority to low performing/SURR schools for licensed bilingual/ESL personnel.	TBD

3. **Assessment/Evaluation/Standards**

▪ extend LEP student test exemption to 30 months of establish other criterion based upon level of English language proficiency.	OER, SED, DBE Spring 1996
▪ continue/expand disaggregation of LEP student progress/achievement data to facilitate development of district/school improvement plans.	OER Spring 1996
▪ continue central longitudinal research studies related to services to LEP and former LEP students and achievement.	OER TBD
▪ revise or replace and re-norm LAB test for general and special education.	OER September 1997
▪ replace CREST test	OER/TBA
▪ continue to develop/translate city and state assessment instruments in languages other-than-English (e.g., Regents Exams/Competency Tests) as needed.	OER, SED TBD
▪ develop progress standard(s) for native language reading.	OER Spring 1996
▪ utilize LEP student norms for English LAB/ESL progress standard.	OER Spring 1996
▪ ensure appropriate standards for all LEP students as recommended by the Commission on Educational Standards and Accountability.	OER, DBE Ongoing

▪ develop and/or train districts/schools in alternate assessment (e.g., portfolio); pursue citywide alternate assessments for LEP students.	OER TBD

4. **Regulations/Monitoring**

▪ strengthen monitoring and enforcement of bilingual/ESL regulations/guidelines.	OMSI September 1995 - June 1996

5. **Parent/Community Relations**

▪ revise parents brochure re bilingual/ESL education.	DBE September 1995
▪ re-establish Citywide Bilingual Parents Leadership Committee and continue major citywide activities to promote parent involvement/development (e.g., Bilingual Parent Leadership Institute).	DBE by January 1996
▪ develop media campaign re bilingual/ESL education research, program successes, student achievement, etc.	TBD

6. **Institutions of Higher Education (IHE) Participation**

▪ continue and expand Institutions of Higher Education (IHE) consortium and collaborations to pursue issues and implement activities related to teacher preparation, certification, and professional development.	DBE September 1995 - June 1996
▪ continue and expand articulation initiatives with IHEs including CUNY, SUNY and private colleges and universities.	DBE Ongoing

7. **Middle Schools Initiative**

▪ ensure that the central Middle Schools Initiative adequately addresses the educational needs of bilingual/ESL learners.	DBE Ongoing
▪ increase collaboration and articulation across levels: early childhood, elementary schools, middle schools, high schools, IHEs.	DBE Ongoing

8. **Curriculum/Materials**

▪ continue/expand citywide curriculum development and related projects particularly in mandated and priority areas: Curriculum Frameworks, special education (e.g., IEP-PRO), math/science, literacy, materials for low-incidence language groups, etc.	DBE September 1995 - August 1996
▪ continue operations of the Bilingual Resource Library and library system network; establish linkage to IHE libraries; expand collection of print materials and software.	DBE September 1995 - August 1996
▪ continue to request state funds for the Bilingual Math/Science Professional Development and Materials Acquisition Project; sub-allocate central umbrella grant funds to districts for math and science materials.	DBE Annually
▪ pursue issues related to increasing listings and approval of bilingual/ESL materials (e.g., Bureau of Supplies; Teachers Choice).	DBE September 1995 - June 1996

9. Citywide Technical Assistance/Coordination

▪ provide central technical assistance services to districts/schools in the implementation of all recommended actions/activities contained in the Report To Ensure Quality Bilingual/ ESL Instruction.	DBE September 1995 - June 1996
▪ continue/expand central activities to promote citywide coordination, collaboration and policies with regard to services to LEP students:	DBE September 1995 - August 1996
▸ Bilingual Education Advisory Committee.	
▸ planning conferences/borough meetings, etc. for district bilingual/ESL supervisors, administrators of special education, guidance supervisors, and high school representatives.	
▸ dissemination of information/materials re bilingual/ESL education.	
▸ develop/revise city regulations, etc. and advise state and federal agencies on policies/ regulations and programs pertaining to and impacting on the education of LEP students.	

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